DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

School Report
Grade 7

Test Date: March 2009
Code: 10211185
SAU: Brewer School Department
School: Brewer Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

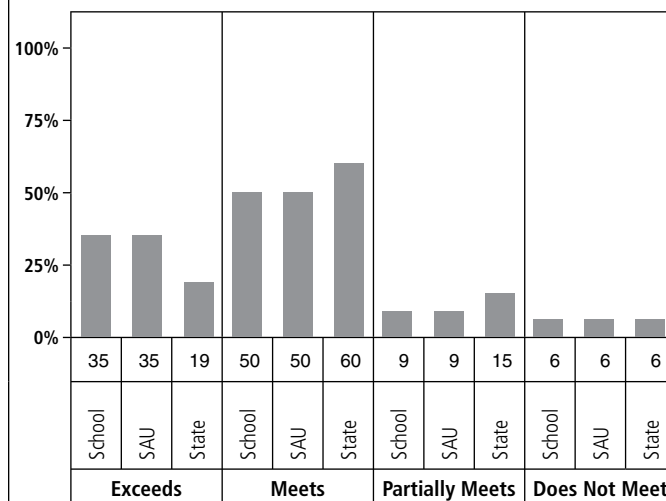# SUMMARY OF SCORES

MEA Maine Educational Assessment

Test Date: March 2009
Grade: 7
SAU: Brewer School Department
School: Brewer Middle School

Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	754	754	748
2007–2008	757	757	750
2008–2009	**757**	**757**	**751**
Cum. Avg.*	756	756	750
Mathematics			
2006–2007	745	745	742
2007–2008	747	747	743
2008–2009	**749**	**749**	**745**
Cum. Avg.*	747	747	743

ELA – READING

	Exceeds			Meets			Partially Meets			Does Not Meet		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
%	35	35	19	50	50	60	9	9	15	6	6	6

MATHEMATICS

	Exceeds			Meets			Partially Meets			Does Not Meet		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
%	19	19	16	50	50	42	17	17	25	14	14	18
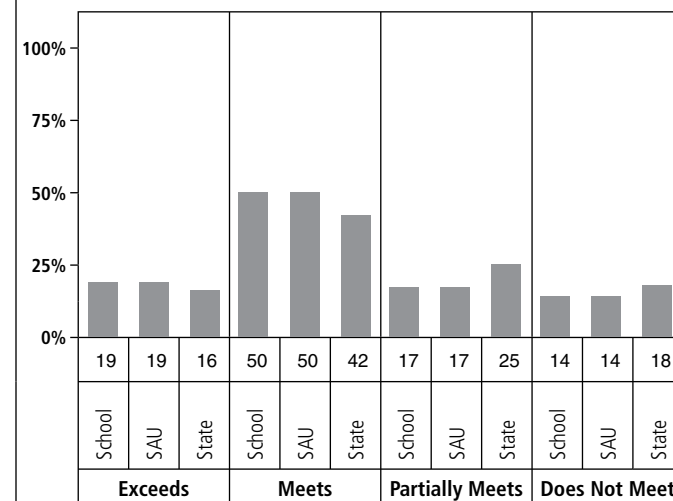
*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

MEA — Maine Educational Assessment

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																
	School		SAU		State		ELA–Reading						Mathematics										
							School		SAU		State		School		SAU		State		School		SAU		State
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	91	100	91	100	14446	100	90	99	90	99	14316	99	90	99	90	99	14322	99						
Ethnicity African American/Black	1	1	1	1	432	3	1	100	1	100	416	97	1	100	1	100	421	98						
American Indian or Native Alaskan	2	2	2	2	124	1	2	100	2	100	121	98	2	100	2	100	122	99						
Asian or Pacific Islander	1	1	1	1	260	2	1	100	1	100	255	98	1	100	1	100	259	100						
Hispanic	2	2	2	2	147	1	2	100	2	100	144	99	2	100	2	100	144	99						
Caucasian/White	85	93	85	93	13483	93	84	99	84	99	13380	99	84	99	84	99	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	15	16	15	16	2428	17	15	100	15	100	2391	99	15	100	15	100	2391	99						
Current LEP	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
Economically disadvantaged	26	29	26	29	5498	38	25	96	25	96	5431	99	25	96	25	96	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	76	84	76	84	11742	81	76	84	76	84	11754	81						
Identified disability (PET/IEP)	1	1	1	1	367	3	1	1	1	1	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	4	5	4	5	183	2	4	5	4	5	187	2						
Participation with accommodations	12	13	12	13	2367	16	12	13	12	13	2366	16						
Identified disability (PET/IEP)	12	100	12	100	1819	77	12	100	12	100	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
Participation through alternate assessment (PAAP)	2	2	2	2	205	1	2	2	2	2	202	1						
Identified disability (PET/IEP)	2	100	2	100	205	100	2	100	2	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	1	1	1	1	97	1	1	1	1	1	92	1						

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		School		SAU		State	
The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	30	28	30	28	2630	18
	2007-2008	37	37	37	37	2604	18
	2008-2009	**31**	**35**	**31**	**35**	**2618**	**19**
	Cum. Total*	98	33	98	33	7852	18
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	59	56	59	56	7605	51
	2007-2008	52	53	52	53	8049	55
	2008-2009	**44**	**50**	**44**	**50**	**8484**	**60**
	Cum. Total*	155	53	155	53	24138	56
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	10	9	10	9	3000	20
	2007-2008	6	6	6	6	2672	18
	2008-2009	**8**	**9**	**8**	**9**	**2108**	**15**
	Cum. Total*	24	8	24	8	7780	18
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	7	7	7	7	1620	11
	2007-2008	4	4	4	4	1190	8
	2008-2009	**5**	**6**	**5**	**6**	**899**	**6**
	Cum. Total*	16	5	16	5	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**56**	**100**	37.9	67.7	37.9	67.7	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	**20**	**36**	13.1	65.5	13.1	65.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	**36**	**64**	24.8	68.9	24.8	68.9	22.6	62.8

The MEA assesses students' reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS
(CONTINUED)

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	88	31	35	44	50	8	9	5	6	757	88	35	50	9	6	757	14109	19	60	15	6	751
Ethnicity																						
African American/Black	1										1						409	11	49	22	18	744
American Indian or Native Alaskan	2										2						117	12	53	19	16	746
Asian or Pacific Islander	1										1						253	24	59	11	6	753
Hispanic	2										2						142	14	56	17	13	747
Caucasian/White	82	29	35	40	49	8	10	5	6	756	82	35	49	10	6	756	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	4	31	4	31	5	38	734	13	0	31	31	38	734	2186	2	36	35	27	737
No	75	31	41	40	53	4	5	0	0	760	75	41	53	5	0	760	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	88	31	35	44	50	8	9	5	6	757	88	35	50	9	6	757	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	23	3	13	14	61	3	13	3	13	750	23	13	61	13	13	750	5300	8	58	22	11	746
No	65	28	43	30	46	5	8	2	3	759	65	43	46	8	3	759	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	88	31	35	44	50	8	9	5	6	757	88	35	50	9	6	757	14101	19	60	15	6	751
Gender																						
Female	47	19	40	24	51	3	6	1	2	759	47	40	51	6	2	759	6993	24	61	11	4	754
Male	41	12	29	20	49	5	12	4	10	753	41	29	49	12	10	753	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1025	10	53	27	11	745
No	88	31	35	44	50	8	9	5	6	757	88	35	50	9	6	757	13084	19	61	14	6	752
Gifted/talented program																						
Yes	3										3						676	66	33	1	0	766
No	85	28	33	44	52	8	9	5	6	756	85	33	52	9	6	756	13433	16	61	16	7	750

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.   **N** = Number

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

MEA — Maine Educational Assessment

QUESTIONNAIRE ITEMS	School Students in Each Category %	E N	E %	M N	M %	P N	P %	D N	D %	Mean Scaled Score	SAU Students in Each Category %	E %	M %	P %	D %	Mean Scaled Score	State Students in Each Category %	E %	M %	P %	D %	Mean Scaled Score
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	1	100	710	1	0	0	0	100	710	7	8	48	25	19	743
B. less than one hour	59	15	29	27	53	6	12	3	6	754	59	29	53	12	6	754	52	17	62	15	6	751
C. one to two hours	38	15	45	15	45	2	6	1	3	761	38	45	45	6	3	761	37	23	61	12	4	753
D. more than two hours	1	0	0	1	100	0	0	0	0	756	1	0	100	0	0	756	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	38	19	58	11	33	1	3	2	6	762	38	58	33	3	6	762	30	33	56	7	4	756
B. good	45	11	28	23	59	5	13	0	0	756	45	28	59	13	0	756	49	16	64	14	5	751
C. fair	12	0	0	7	70	1	10	2	20	744	12	0	70	10	20	744	19	5	59	26	10	745
D. poor	5	0	0	2	50	1	25	1	25	746	5	0	50	25	25	746	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	40	15	44	18	53	1	3	0	0	761	40	44	53	3	0	761	33	24	62	10	3	754
B. They match some of what I have learned.	56	15	31	23	48	6	13	4	8	755	56	31	48	13	8	755	52	18	62	15	5	751
C. They match just a little of what I have learned.	5	0	0	2	50	1	25	1	25	742	5	0	50	25	25	742	11	11	54	23	13	746
D. There is no match.	0										0						3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	8	0	0	5	71	1	14	1	14	746	8	0	71	14	14	746	17	16	55	18	12	748
B. about the same as my regular schoolwork	61	16	31	29	56	6	12	1	2	757	61	31	56	12	2	757	65	19	62	14	5	752
C. easier than my regular schoolwork	31	15	58	8	31	1	4	2	8	760	31	58	31	4	8	760	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	1	25	2	50	1	25	737	5	0	25	50	25	737	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	48	12	30	23	58	2	5	3	8	756	48	30	58	5	8	756	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	48	17	43	18	45	4	10	1	3	759	48	43	45	10	3	759	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	41	11	31	21	60	2	6	1	3	757	41	31	60	6	3	757	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	49	16	38	18	43	5	12	3	7	757	49	38	43	12	7	757	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	9	3	38	3	38	1	13	1	13	752	9	38	38	13	13	752	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	15	8	62	4	31	1	8	0	0	764	15	62	31	8	0	764	21	27	57	11	5	755
B. 20 minutes to an hour	53	18	39	22	48	4	9	2	4	757	53	39	48	9	4	757	45	22	62	12	4	753
C. less than 20 minutes	22	5	26	13	68	1	5	0	0	758	22	26	68	5	0	758	13	13	61	17	8	749
D. I rarely read at home.	10	0	0	4	44	2	22	3	33	738	10	0	44	22	33	738	21	7	59	24	11	746
Optional school/SAU question																						
A.	50	1	50	1	50	0	0	0	0	761	50	50	50	0	0	761						
B.	0										0											
C.	25	0	0	0	0	0	0	1	100	720	25	0	0	0	100	720						
D.	25	0	0	1	100	0	0	0	0	760	25	0	100	0	0	760						

E = Exceeds the Standards   **M** = Meets the Standards   **P** = Partially Meets the Standards   **D** = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		School		SAU		State	
The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	21	20	21	20	2142	14
	2007-2008	14	14	14	14	2028	14
	2008-2009	**17**	**19**	**17**	**19**	**2220**	**16**
	Cum. Total*	52	18	52	18	6390	15
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 742–760)	2006-2007	36	34	36	34	5642	38
	2007-2008	49	49	49	49	5703	39
	2008-2009	**44**	**50**	**44**	**50**	**5879**	**42**
	Cum. Total*	129	44	129	44	17224	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	33	31	33	31	4077	27
	2007-2008	26	26	26	26	3733	26
	2008-2009	**15**	**17**	**15**	**17**	**3537**	**25**
	Cum. Total*	74	25	74	25	11347	26
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	16	15	16	15	3001	20
	2007-2008	10	10	10	10	3054	21
	2008-2009	**12**	**14**	**12**	**14**	**2484**	**18**
	Cum. Total*	38	13	38	13	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**56**	**100**	33.1	59.1	33.1	59.1	29.9	53.4
A. Number	**14**	**25**	8.2	58.6	8.2	58.6	7.7	55.0
B. Data	**16**	**29**	9.4	58.8	9.4	58.8	8.1	50.6
C. Geometry	**12**	**21**	7.8	65.0	7.8	65.0	6.9	57.5
D. Algebra	**14**	**25**	7.6	54.3	7.6	54.3	7.3	52.1

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS
(CONTINUED)

REPORTING CATEGORIES	School Tested N	School E N	School E %	School M N	School M %	School P N	School P %	School D N	School D %	School Mean Scaled Score	SAU Tested N	SAU E %	SAU M %	SAU P %	SAU D %	SAU Mean Scaled Score	State Tested N	State E %	State M %	State P %	State D %	State Mean Scaled Score
All Students	88	17	19	44	50	15	17	12	14	749	88	19	50	17	14	749	14120	16	42	25	18	745
Ethnicity																						
African American/Black	1										1						416	5	26	28	41	733
American Indian or Native Alaskan	2										2						119	8	30	31	30	737
Asian or Pacific Islander	1										1						258	25	43	19	13	750
Hispanic	2										2						142	8	39	23	30	739
Caucasian/White	82	15	18	40	49	15	18	12	15	749	82	18	49	18	15	749	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	1	8	4	31	8	62	725	13	0	8	31	62	725	2189	2	17	27	53	728
No	75	17	23	43	57	11	15	4	5	754	75	23	57	15	5	754	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	88	17	19	44	50	15	17	12	14	749	88	19	50	17	14	749	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	23	3	13	12	52	3	13	5	22	745	23	13	52	13	22	745	5308	7	35	30	28	738
No	65	14	22	32	49	12	18	7	11	751	65	22	49	18	11	751	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	88	17	19	44	50	15	17	12	14	749	88	19	50	17	14	749	14112	16	42	25	18	745
Gender																						
Female	47	9	19	24	51	9	19	5	11	750	47	19	51	19	11	750	6992	16	43	25	16	745
Male	41	8	20	20	49	6	15	7	17	749	41	20	49	15	17	749	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	88	17	19	44	50	15	17	12	14	749	88	19	50	17	14	749	13096	16	43	24	17	745
Gifted/talented program																						
Yes	3										3						676	68	29	2	0	767
No	85	14	16	44	52	15	18	12	14	748	85	16	52	18	14	748	13444	13	42	26	18	744

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.   **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

QUESTIONNAIRE ITEMS	School Students in Each Category %	School E N	School E %	School M N	School M %	School P N	School P %	School D N	School D %	School Mean Scaled Score	SAU Students in Each Category %	SAU E %	SAU M %	SAU P %	SAU D %	SAU Mean Scaled Score	State Students in Each Category %	State E %	State M %	State P %	State D %	State Mean Scaled Score
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	1	100	714	1	0	0	0	100	714	7	6	30	28	36	735
B. less than one hour	59	8	16	23	45	10	20	10	20	746	59	16	45	20	20	746	52	16	42	25	17	745
C. one to two hours	38	9	27	19	58	4	12	1	3	755	38	27	58	12	3	755	37	18	44	24	14	747
D. more than two hours	1	0	0	1	100	0	0	0	0	756	1	0	100	0	0	756	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	17	7	47	8	53	0	0	0	0	764	17	47	53	0	0	764	26	35	43	12	9	754
B. good	49	7	16	23	53	6	14	7	16	748	49	16	53	14	16	748	46	13	48	25	15	745
C. fair	26	2	9	11	48	6	26	4	17	745	26	9	48	26	17	745	23	3	32	37	27	737
D. poor	7	1	17	2	33	2	33	1	17	742	7	17	33	33	17	742	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	34	7	23	18	60	4	13	1	3	754	34	23	60	13	3	754	26	23	43	20	13	749
B. They match some of what I have learned.	40	9	26	17	49	4	11	5	14	751	40	26	49	11	14	751	53	15	45	26	15	746
C. They match just a little of what I have learned.	24	1	5	9	43	6	29	5	24	742	24	5	43	29	24	742	17	9	35	32	24	740
D. There is no match.	1	0	0	0	0	0	0	1	100	726	1	0	0	0	100	726	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	30	1	4	9	36	9	36	6	24	740	30	4	36	36	24	740	37	8	40	29	23	740
B. about the same as my regular schoolwork	56	12	26	28	60	5	11	2	4	755	56	26	60	11	4	755	51	16	44	25	15	746
C. easier than my regular schoolwork	14	2	17	6	50	0	0	4	33	743	14	17	50	0	33	743	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	45	4	11	23	61	7	18	4	11	748	45	11	61	18	11	748	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	48	9	23	19	48	5	13	7	18	749	48	23	48	13	18	749	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	7	2	33	1	17	2	33	1	17	749	7	33	17	33	17	749	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	2	33	2	33	0	0	2	33	746	7	33	33	0	33	746	8	8	30	29	33	737
B. 30–45 minutes	11	0	0	3	30	2	20	5	50	735	11	0	30	20	50	735	38	13	40	27	20	743
C. 45–60 minutes	25	4	18	15	68	2	9	1	5	754	25	18	68	9	5	754	42	20	45	23	12	748
D. more than 60 minutes	56	11	22	24	49	10	20	4	8	751	56	22	49	20	8	751	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	47	14	34	21	51	6	15	0	0	757	47	34	51	15	0	757	15	19	38	25	19	745
B. two or three days a week	41	2	6	20	56	7	19	7	19	745	41	6	56	19	19	745	31	18	42	24	16	746
C. two or three times a month	7	0	0	2	33	1	17	3	50	736	7	0	33	17	50	736	26	17	43	24	17	746
D. never or almost never	5	1	25	1	25	0	0	2	50	734	5	25	25	0	50	734	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	35	4	13	18	60	5	17	3	10	750	35	13	60	17	10	750	10	12	39	24	24	741
B. two or three days a week	3	0	0	1	33	1	33	1	33	737	3	0	33	33	33	737	22	13	43	26	18	744
C. two or three times each month	13	5	45	3	27	1	9	2	18	752	13	45	27	9	18	752	33	18	44	25	13	747
D. never or almost never	49	7	17	22	52	7	17	6	14	749	49	17	52	17	14	749	35	16	40	25	19	744
Optional school/SAU question																						
A.	50	2	100	0	0	0	0	0	0	773	50	100	0	0	0	773						
B.	0										0											
C.	25	0	0	0	0	0	0	1	100	726	25	0	0	0	100	726						
D.	25	0	0	1	100	0	0	0	0	760	25	0	100	0	0	760						

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